

GUINYARD ELEMENTARY

125 Herlong Avenue
St. Matthews, SC 29135

GRADES PK-4 Elementary School

ENROLLMENT 516 Students

PRINCIPAL Dr. Jacqueline Mayo 803-874-3314

SUPERINTENDENT Dr. Shirley Martin 803-655-7310

BOARD CHAIR Michael Drake 803-655-5034

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	13	59	49	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes

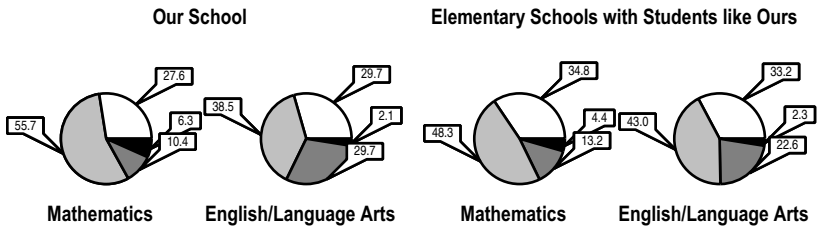
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

46.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	198	100.0	29.7	38.5	29.7	2.1	42.2	Yes	Yes
Gender									
Male	114	100.0	37.6	33.0	27.5	1.8	34.9		
Female	84	100.0	19.3	45.8	32.5	2.4	51.8		
Racial/Ethnic Group									
White	22	100.0	23.8	23.8	52.4	0.0	57.1	I/S	I/S
African-American	169	100.0	31.1	41.5	25.6	1.8	38.4	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	176	100.0	22.9	41.2	33.5	2.4	47.6		
Disabled	22	100.0	81.8	18.2	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	198	100.0	29.7	38.5	29.7	2.1	42.2		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	195	100.0	29.6	39.2	29.1	2.1	41.8		
Socio-Economic Status									
Subsidized meals	184	100.0	30.9	38.8	28.7	1.7	41.0	Yes	Yes
Full-pay meals	14	100.0	14.3	35.7	42.9	7.1	57.1		

Mathematics - State Performance Objective = 15.5%									
All Students	198	100.0	27.6	55.7	10.4	6.3	33.9	Yes	Yes
Gender									
Male	114	100.0	33.0	53.2	8.3	5.5	30.3		
Female	84	100.0	20.5	59.0	13.3	7.2	38.6		
Racial/Ethnic Group									
White	22	100.0	19.0	42.9	28.6	9.5	57.1	I/S	I/S
African-American	169	100.0	29.9	57.9	7.3	4.9	29.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	176	100.0	21.8	59.4	11.8	7.1	37.1		
Disabled	22	100.0	72.7	27.3	0.0	0.0	9.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	198	100.0	27.6	55.7	10.4	6.3	33.9		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	195	100.0	28.0	55.6	10.1	6.3	33.9		
Socio-Economic Status									
Subsidized meals	184	100.0	29.2	56.2	9.0	5.6	30.9	Yes	Yes
Full-pay meals	14	100.0	7.1	50.0	28.6	14.3	71.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 516)				
First graders who attended full-day kindergarten	0.0%	N/C	100.0%	100.0%
Retention rate	3.6%	Up from 3.2%	3.5%	2.7%
Attendance rate	96.1%	Up from 95.9%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		6.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		5.6%	3.5%
Eligible for gifted and talented	7.1%	Up from 4.9%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.1%	Down from 3.7%	8.0%	8.2%
Older than usual for grade	2.3%	Up from 0.2%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 4.1%	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	46.3%	Down from 46.9%	48.5%	51.4%
Continuing contract teachers	87.8%	Up from 79.6%	80.0%	87.5%
Highly qualified teachers**	100.0%	N/A	93.1%	95.0%
Teachers with emergency or provisional certificates	2.5%		3.3%	0.0%
Teachers returning from previous year	80.0%	Down from 82.2%	82.7%	86.7%
Teacher attendance rate	93.3%	Down from 95.3%	94.7%	94.9%
Average teacher salary	\$42,982	Up 4.2%	\$39,648	\$40,760
Prof. development days/teacher	7.9 days	Down from 14.1 days	13.5 days	12.4 days

School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 16.3 to 1	17.2 to 1	18.9 to 1
Prime instructional time	88.9%	Up from 88.7%	88.9%	90.0%
Dollars spent per pupil*	\$6,426	Up 4.1%	\$7,003	\$6,044
Percent of expenditures for teacher salaries*	68.9%	Up from 68.4%	63.8%	65.9%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.8%	Up from 78.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	96.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Guinyard Elementary will consist of child development (four year olds) through fifth grade for the 2004-2005 school year. The expected enrollment is 700 students with four child development classes, four kindergarten classes, six first grade classes, six second grade classes, six third grade classes, four fourth grade classes, and five fifth grade classes.

The staff is committed to providing an excellent education to all of our students both academically and socially. The faculty has received training in the Montessori approach, High Scope, Four-Frame mathematics, the writing process, and Second Step Character Education.

Our focus at Guinyard Elementary School will continue to be language arts. During the 2003-2004 school year, students began their day with a teacher reading award winning books to them and many students ended their day in the afternoon reading programs, which provided enrichment activities that were language arts based. Additionally, the child development and kindergarten students received monthly visits from a storyteller who not only read to them, but acted out the stories.

Students, teachers, and parents saw the expansion of the arts program, which included students learning tap dancing and performing in a musical play. The emphasis on the arts program culminated with a Celebration of the Arts night highlighted by an author sharing his book with the parents.

Guinyard is fortunate in having strong community support. A joint endeavor with the School Improvement Council resulted in Saturday School, a beautification project for the grounds, and a mentoring program. Also, parent volunteers provided daily clerical assistance to the staff and mentoring to our students. We, at Guinyard, strongly believe that "Together We Can."

Dr. Jacqueline Mayo, Principal

Mrs. Celeste Small-Sumpter, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	113	48
Percent satisfied with learning environment	69.0%	90.8%	71.1%
Percent satisfied with social and physical environment	72.5%	84.5%	71.1%
Percent satisfied with home-school relations	50.0%	82.6%	71.7%

*Only students at the highest elementary school grade level at this school and their parents were included.